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ABSTRACT

Schools and districts have functioned for too long on the premise that they have a clear understanding of the quality of their graduates. Traditional methods for measuring the effectiveness of education relied too heavily on standardized test scores. The production of annual school and district profiles is an ongoing commitment in the Grande Prairie Public School District (Alberta, Canada). The profiles provide interested stakeholders with current and valuable data not only to judge the health of their educational system, but also to identify specific areas in need of attention. Annual feedback allows schools to measure progress or the effect of their efforts to improve areas of education. This feedback enables schools and school districts to become more efficient and effective in delivering education to their clientele. A more effective and efficient educational system, as identified by stakeholders, will result in a positive educational experience for all. Seven appendixes present supplemental information and instruments. Four tables present district information. (Contains 16 references.) (Author/SLD)

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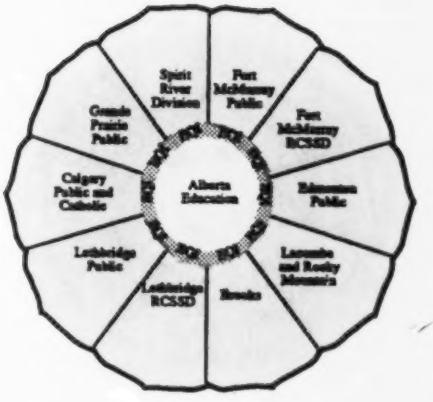
District and School Profiles for Quality Education

Grande Prairie School District No. 2357

Educational Quality Indicators:
Collaboration in Action



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District and School Profiles for Quality Education

Grande Prairie School District No. 2357

Under Contract to Alberta Education
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Please Note

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Abstract

Schools and school districts have functioned for too long on the premise that they have a clear understanding of the quality of their graduates. Traditional methods for measuring the effectiveness of education relied too heavily on standardized test scores. The production of annual school and district profiles is an ongoing commitment in the Grande Prairie Public School District. The profiles provide interested stakeholders with current and valuable data not only to judge the health of their educational system, but also to identify specific areas in need of attention. Annual feedback allows schools to measure progress or the effect of their efforts to improve areas of education. This feedback enables schools and school districts to become more efficient and effective in delivering education to their clientele. A more effective and efficient educational system, as identified by stakeholders, will result in a positive educational experience for all.

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Chapter 1

Introduction

Grande Prairie Public School District No. 2357 prides itself on being one of the educational leaders in the province. The school district has developed many unique and innovative programs and schools over the past years. It was in keeping with this spirit of leadership that we embraced the concept of quality education, accountability to our public, and the provincial Educational Quality Indicators Initiative. The Grande Prairie Quality Indicators study has been a grass roots initiative from the development of local educational indicators in year one to the production and planned use of annual profiles in year three.

Grande Prairie Public School District No. 2357 operates ten schools in the city of Grande Prairie and had an enrollment of 4,785 students in September 1992. Five of the present schools are elementary schools, one is a K - 8 school, one is a junior high school, one is a composite senior high school and one is a K - 9 school that offers programs and services to multi-handicapped children and 350 children in regular school classes. A court school is also operated by the district under a contract with the Solicitor General. Extensive special education services are offered by the district including programs for gifted and talented students.

Rationale

The Grande Prairie Public School District became involved with the three year Educational Quality Indicators study specifically to meet four educational goals. First, the district was interested in developing a set of indicators of educational quality that reflect the views of the local stakeholders of education. Second, the district wanted to report the comparative results of the local indicators in an annual document which would reflect the quality of education within our district. The third local goal was the development of a process to use the annual reports to plan educational improvement within the district. The final goal was to test the indicators and processes in another school district to test their transferability.

Purpose

The Educational Quality Indicators Project was designed to identify, measure and report on the indicators of quality education as defined by our educational stakeholders in the Grande Prairie Public School District. During the three years of the project, contact was made with approximately 4,000 educational stakeholders in the city. The

contact made with stakeholders provided the project team with the indicators used and also the level of stakeholder satisfaction with these indicators. The project developed measures for all the identified indicators that span the cognitive, affective and behavioural domains. The annual reports on the indicators and their measures will provide stakeholders with historical data on which to assess and improve education in the city schools.

Assumptions

Two assumptions were made at the onset of the project. The first was that educational stakeholders wanted and needed data which they could understand and which, they agreed, reflected the educational health of their schools and their school district. During the interview process in the first year of the study, the project team found this assumption to be correct. All stakeholder groups expressed confusion and frustration with the use of standardized tests as the only indicators of student success in schools. They expressed a strong desire to use other measures which more clearly reflected the success of schools and their students.

The second assumption was that the existing stakeholders did not have a clear understanding of the present educational system and how it performed. This assumption was also reinforced when the team interviewed stakeholders who did not have direct contact with the school system. The general public and parents seemed to base many of their views on the system they encountered when they were students in school. It was also apparent to the team that the employees and students did not have a clear understanding of the educational system or product beyond their own school building.

Definitions

In working with stakeholders to improve education, all terminology was clearly defined. The project team adopted the Oakes' (1986) definition of an educational indicator:

> A statistic about the educational system, that reveals something about its performance or health. An indicator has a reference point. The reference point may be a previous value, the value of a comparison group, or some socially determined standard. An indicator should provide at least one of the following:
>
> - information about the education system's performance.
> - features of the system known to be linked to desired outcomes.
> - central features of the system.

- potential or existing problem areas.
- information that is policy relevant. (Oakes, p 1-2)

Stakeholders of the Grande Prairie school district are defined as any person or group who: receives the educational product through instruction; uses the facilities or resources of the district; works for the district; or hires or further educates the students of the district. There are four types of stakeholders:

Parents or guardians who currently have children attending schools in the district.

Students who are currently enrolled in courses offered by the Grande Prairie Public School District.

Staff are employees of the district.

Public taxpayers are stakeholders who do not have children attending public schools yet contribute financially through local taxes.

Annual profiles are the documents published by the schools and the school district reflecting the results of the annual data on the educational indicators. There are two types of annual profiles, comprehensive and public.

Comprehensive district profiles are the annual documents that report on all the indicators identified by the stakeholders. This document is housed at the school district office and the information is available to the public.

Comprehensive school profiles are the annual documents that report on all the indicators identified by stakeholders that reflect on the educational health of the specific school producing the report.

Public school profiles are approximately four to eight pages in length that report annually on areas of the school's performance.

Public district profiles are documents that report to the public on the annual operation of the school district.

Design

The project team used three simple questions to guide its research in developing profiles for quality education:

Who wants to know?
What do they want to know?
How do we report what they want to know?

The problem was not only to identify quality indicators, but also to develop a method to measure the indicators and, finally, to report the results so that stakeholders could understand and use the information to improve education in our school district. Particular attention was given to the Grande Prairie scene to determine what is feasible for Alberta practice. The "feeling" of the city was taken from stakeholders who have a primary interest in determining the effectiveness of schools. An exploratory type of research was employed.

The primary challenge of the project team at the beginning of the project centred on the lack and accessibility of educational data in the district. Any attempts to report on the educational health of the district were simply publications that were accessible to the producers of the specific report. Errors in judgement were frequently made about what the intended audience wanted to know and what the data actually represented. A great deal of latitude was demonstrated in the interpretation of the data that resulted in confusion and eventual discarding of the data or the report. The project team also assumed that the educators and parents wanted feedback that was both meaningful to them and presented in a format that they could easily understand. The team was confident that the stakeholders could plan effective improvement in their schools if they were given solid data from which to begin. The final challenge for the team was to develop a system of collecting and reporting data that was not overly intrusive to the educational process and thus cumbersome and ineffective. The Grande Prairie School District has an urgent need for accurate data from which to plan its educational goals. The school district is continually required to make decisions on education with a decreasing economic base. It is essential that the basis on which these decisions are made is solid and long lasting.

The project was designed in three main phases which involved the development of stakeholder generated indicators, researching collection and reporting methods and finally, the use of the information to plan school improvement. The detailed design of the project is outlined in chapter 3.

Chapter 2

Related Literature

The related literature on effective schools, high performance schools, quality education, quality management, leadership and accountability, provided the research team with many questions regarding school effectiveness.

Methodology

The team reviewed literature by educational researchers such as Edmonds (1978), and Brookover & Lizotte (1977) on measuring school effectiveness. The related literature on effective schools, high performance schools, quality education, and accountability, provided the researchers with many questions on the reporting of school effectiveness (Frederick, 1987). The development of the strategy for the Grande Prairie Public School District study involved looking at various projects conducted in the United States (Codianni & Wilbur, 1983). This research provided a basis for understanding the work that had been done in the area of school effectiveness and quality indicators. The team established a method for measuring the quality indicators of the Grande Prairie Public School District as defined by the targeted stakeholders. There were many established instruments and methods that had already been employed by educational researchers in their attempts to define criteria for measuring educational quality. For example, the Austin Independent School District (1987) cited indicators such as student achievement, college bound students, student diversity, basic skills, attendance and dropout rates in comparing the effectiveness of their district with other districts. The review of the literature on quality indicators gave the project team an understanding of what to look for and provided a strategy to obtain the necessary data. Baker (1987) provided the project team with additional cautions in developing the methodology of the study,

> ... these measures must first serve the interests of students and improve their schools. We must overcome the habit of preparing measures for the convenience of test developers, administrators, legislators, or even teachers. Rather, we need to consider the impact of our approaches to assessing educational effectiveness on our current students. (Baker, 1987, p. 38)

The school profiles involve similar planning with the school administration and the school stakeholders. Mann (1990) strongly supported the thrust of stakeholder involvement in determining the data and actions required for educational improvement:

> Give teachers and school administrators some breathing room amongst the regulations controlling schooling, and they'll be freer to do their jobs better. Students will learn more, teacher morale will pick up, education will work again. Rid education of the countless hours and paperwork involved in accumulating data that no one cares about or no one needs ...
> The overlooked element is getting the most from existing conditions. (pp. 27-28)

The research method employed by the project team was guided by the words of Ary, Jacobs and Razavich, (1972):

> We contend that any dissatisfaction encountered among clients "deprived" of a new program is a drop compared with the flood of dissatisfaction from taxpayers who discover that millions have been spent on programs that lacked a well planned method for determining whether the programs actually accomplished anything or not. (p. 318)

Stephen R. Covey (1991) also reinforces the direction of the quality indicators study with the following comments:

> The main reason for assessing human resources and for setting up stakeholder information systems is to deal more effectively with people - with your employees and with your other stakeholders. The classic problem-solving process involves eight steps:
>
> 1. Gather data
> 2. Diagnose data
> 3. Select and prioritize your objectives
> 4. Create and analyse alternatives
> 5. Select one of them (make a decision)
> 6. Plan the action steps to carry out that decision
> 7. Implement the plan
> 8. Study the results against the objectives
>
> Then it's back to step one. (p. 229)

Accountability

The research team believed educators have relied too heavily on the results of standardized tests as the main source of feedback on the quality and effectiveness of the educational process. Baker (1987) states:

> Outcomes like student achievement test scores, college admission rates, or dropout figures represent the easy part of indicators. Quality indicators should also take into account input variables and measures of process. (Baker, 1987, p. 37)

She commented that:

> "Achievement testing will not go away, and for good reason. Students and, by implication, the schools to which they go must be held accountable for teaching students and attempting to measure what they have learned ." (p. 28)

Quality

A quality indicator has been well defined in the earlier review. More recent authors have expressed opinions and direction in the definition of the term 'quality'.

Quality is a concept that has become prevalent in the late '80s and '90s. It is of critical importance that educators understand fully the concept of quality when embarking on a plan to measure and improve quality within their systems. Crosby outlined five erroneous assumptions regarding quality: To understand quality, in the most practical terms, it is necessary that we deal with five erroneous assumptions that are held by most management individuals.

> "These assumptions cause most of the communication problems between those who want quality and those who are supposed to effect it." (Crosby, 1980)

> "The first erroneous assumption is that quality means goodness or luxury, or shininess, or weight." (p. 14)

In extending the first assumption into the educational arena, the term quality has different meanings to different educators. The word quality is a cliche because each listener assumes that the speaker means exactly what he or she, the listener, means by the phrase. Crosby defines quality as:

> "That is precisely the reason we must define quality as 'conformance to requirements' if we are to manage it. In business the same is true. Requirements must be clearly stated so they cannot be misunderstood. Measurements are then taken continually to determine conformance to those requirements. The non-conformance detected is the absence of quality. Quality problems become non-conformance problems, and quality becomes definable." (pp. 14-15)

Crosby continues:

> "The second erroneous assumption is that quality is an intangible and therefore not measurable."(p. 15)

This assumption has presented itself in the quality indicators study in the form of a challenge from educators to measure affective and behavioural domains. If we agree with the definition offered by Crosby, all domains can be measured in terms of conformance to expectations. The entire thrust of the Grande Prairie study was to establish the measures of the expectations and to then set standards of 'conformance' in all educational domains. Crosby captured the problems faced by educators trying to implement quality in schools with this comment,

> "Ignorance of this fact has lead many managements to dismiss quality with a wave of the hand as something beyond handling. They are thinking of quality as goodness and spend their time having emotional discussions which make it impossible for management to take specific, logical actions to attain quality." (p. 15)

Crosby's comments can also be interpreted to support the development and use of school and district profiles to report on the quality indicators,

> "Measurement should be established both for measuring the overall cost of quality and for determining the current status of specific product or procedure compliance. These measurements should be displayed for all to see, for they provide visible proof of improvement and recognition of achievement. Measurement is very important. People like to see results." (p.16)

Although Crosby directed his remarks to a more general audience, it seems that their relationship to education is more than coincidental.

> "The third erroneous assumption is that there is an "economics" of quality. The most offered excuse managers have for not doing anything is that 'our business is different". The second is that economics of quality won't allow them to do anything. What they mean is they can't afford to make it that good. This, of course, is an indication that they don't understand quality and that they are just wishing you would go away." (p. 16)

Again, the relationship of the fourth erroneous assumption to education cannot be ignored:

> "The fourth assumption that causes problems is the one that says that all problems of quality are originated by the workers, particularly those in the manufacturing area. It is hardly possible to find a business magazine that doesn't have some sort of article about the falling standards of workers and how lousy the quality is on the assembly line." (p.16)

Similarly in education, the quality of our graduates is seldom seen as a product of the educational leadership and is seen more as a problem of the quality of students we have to work with or the quality of the instructors we put before our students. Finally, Crosby stated:

> The fifth erroneous assumption is that quality originates in the quality department. Unfortunately, most quality professionals feel that they are responsible for quality in their company, so this assumption is really entrenched. (p. 16)

Quality Education

We need to understand that quality education is not confined to one or two groups of educational stakeholders but is in the interest of all stakeholders. The development of indicator systems should not be mutually exclusive, but should extend to all academic, technical and affective disciplines. Crosby commented on the three basic forms of quality education:

1. Orientation to the concepts and procedures of quality; the problems that have a harmful effect on the product; and the expectations of the customer.

2. Direct skill improvement in such specific things as soldering, bellhopping, computer programming, telephone handling, procedure, writing, etc.

3. A continual low level but concentrated barrage of quality idea communications to serve as reminders and conditioning to make quality a thought always in everyone's mind. Nothing flashy, just positive ideas that are in good taste and current. (p. 68)

Edward Deming (1992) also offered thoughts in relation to education and quality theory:

> The first requisite for a good teacher is that he have something to teach. His aims should be to give inspiration and direction to students for further study. To do this, a teacher must possess knowledge of the subject. The only operational definition of knowledge requisite for teaching is research. (p. 173)

Deming also offered direction regarding the compatibility of quality management and the service sector:

> A system of quality improvement is helpful to anyone that turns out a product or is engaged in service, or in research, and wishes to improve the quality of his work, and at the same time increase his output, all with less labour and at reduced cost. (p.183)

He described the differences between manufacturing and the service industry:

> An important difference is that a production worker in manufacturing not only has a job: he is aware that he is doing his part to make something that somebody will see, feel, and use in some way ... In contrast, in many service organizations, the people that work there only have a job. They are not aware that they have a product, and that this product is service ... (p. 188)

Quality Management

In his book '*Quality without Tears*', Crosby (1984) offers thoughts on management and quality improvement. "Management does not provide a clear performance standard or definition of quality, so the employees each develop their own." (p. 7).

Crosby outlined characteristics of quality improvement initiatives that are not successful. Quality improvement also has a profile. The companies that don't get much improvement, even though they appear to be determined, have common characteristics:

1. The effort is called a program rather than a process.
2. All effort is aimed at the lower level of the organization.
3. The quality control people are cynical.
4. Training material is created by the training function.
5. Management is impatient for results. (pp. 53-54)

In both his books, Crosby offered support and direction for the initiative of the Grande Prairie Quality Indicators study:

> Many quality improvement teams and, in fact, many companies are very tentative about measurement. They look on it as the ultimate hassle. However, the hassle comes from not having clear measurements. It's when no one can tell you how well you're doing that you get frustrated. Measurement is just the habit of seeing how we're going along. Quality improvement teams struggle around this subject quite a bit until it finally dawns on them that it is not up to them to determine these measures. All work is a process; you can identify the inputs to work whether you are a bank teller, a cement pourer or a computer programmer. You receive inputs to your work from other people, other functions, other suppliers. Then you apply your process to it. Your job changes that input in some way, and that results in the output. So you've got input, process and output. Each of these lends itself to measurement, and any job can be measured by using that simple pattern. We find that once working people at any level understand this, they can easily create measurements for themselves and help others create measurements. (pp. 108-109)

Reporting Methods

The establishment of school and district profiles reporting annually on the stakeholder indicators of quality is also supported by *In Search of Excellence* (Peters, & Waterman, 1982) where Peters and Waterman speak of the relationship of motivating subjects and the subjects' self-perception.

> "Researchers studying motivation find that the prime factor is simply the self-perception among motivated subjects that they are doing well." (p. 58)

The quote begs the question, how do we know if we are doing well? According to many authors on leadership, management and quality, the answer is by providing subjects with meaningful feedback on which to judge their performance. Peters and Waterman also suggest feedback need not be overwhelming:

> "The way reinforcement is carried out is more important than the amount. First, it ought to be specific incorporating as much information content as possible. Second, reinforcement should have immediacy." (p.70)

The need to begin a school improvement or district improvement plan with measurable indicators of quality is reinforced by the authors:

> "The essential idea is to focus immediately on tangible results rather than programs, preparations and problem solving as the first step in launching performance improvement thrusts." (p. 149)

Peter Senge (1990) spoke of reinforcing and balancing as two types of feedback:

> There are two distinct types of feedback processes: reinforcing and balancing. Reinforcing (or amplifying) feedback processes are the engines of growth ... Balancing (or stabilizing) feedback operates whenever there is a goal oriented behaviour. (p. 79)

Stakeholder Participation

Comments by the authors also support the stakeholder generated indicators concept implemented during year one of the study.

> The best outside analysis of the close-to-the-customer-through-service concept that we have come across is a 1980 effort performed by Dinah Nemeroff of Citibank. Nemeroff finds three principal themes in an effective service organization (1) intensive, active involvement on the part of senior management; (2) a remarkable people orientation; and (3) a high intensity of measurement and feedback. (Peters & Waterman, p. 165)

Peters also states the need for stakeholder involvement in all stages of the improvement initiative:

> "In the private or public sector, in big business or small, we observe that there are only two ways to create and sustain superior performance over the long haul. First, take exceptional care of your customers via superior service and superior quality. Second, constantly innovate." (Peters & Waterman, 1982, p. 4)

> There's no winning, no hope of constant improvement, for you or your people, unless there is involvement. You must love (or learn to love) what you do, or else excellence remains an elusive target. (p. 106)

Senge emphasized the importance of stakeholders holding a shared vision, "Shared vision is vital for the learning organization because it provides the focus and energy for learning." (p. 206)

Deming (1992) supported the need for satisfaction surveys and communication between stakeholders and the school districts:

> Necessity to study the needs of the customer, and to provide service to product, was one of the main doctrines of quality taught to Japanese management in 1950 and onward. (p. 175)

Deming continued these comments,

> Consumer research takes the pulse of the consumer's reactions and demands, and seeks explanations for the findings. (p.177)

Michael Fullan and Andy Hargreaves (1991) in their book *What's Worth Fighting For?* captured the thrust of our study with the following comments:

> Effective collaborations operate in the world of ideas, examining existing practices critically, seeking better alternatives and working hard together at bringing about improvements and assessing their worth. (p. 55)

The authors reviewed for this project share a common thought. Education and educators must have meaningful data on which to plan and implement actions and programs to meet the needs of today's society.

Chapter 3

Design

The project began with the identification of the stakeholders of education in the Grande Prairie Public School District. The term stakeholder also had to be defined in terms that enabled the team to target appropriate groups for input. The second step was to establish a method or strategy to identify the quality indicators of a healthy school district as perceived by the stakeholders. In order to obtain quality information, the stakeholders needed to be informed of the overall objectives of the Grande Prairie project. The project team outlined the purpose and the direction of the study and shared this with stakeholders during interviews. This information was presented to each stakeholder group as an introduction to the sessions that were designed to obtain their opinions on quality indicators of education for the district. After the introduction of the study, the stakeholders were asked to break into groups to brainstorm their quality indicators of an effective school district. Using the listed items from the brainstorming activity, the groups were asked to rate their indicators from most important to least important. Once the groups listed their items in order of priority, they shared their results with one another. During this phase of the project, the team interviewed a large number of stakeholders. Table 1 outlines the types of stakeholders contacted. The column entitled 'Stakeholders' represents the classification of stakeholder groups, column two entitled 'Number' presents the number of stakeholders interviewed, 'Population' represents the total number of stakeholders in each classification in the school district, % of Population' reflects the percentage of stakeholders contacted compared to the district's actual population, and '% of Participants' indicates the percentage of type of stakeholders contacted compared to the total number of participants in the survey.

Table 1

Stakeholders Surveyed
September 1990 to May 1991

Stakeholders	Number	Population	% of Population	% of Participants
Educators	242	270	90	13
Public	204	5,962	3	11
Parents	1,042	3,531	30	54
Students	319	4,700	7	17
Administrators	36	36	100	2
Support Staff	84	163	52	4
Total	1,927	14,662	12	101

The project team consisted of staff from the Grande Prairie Public School District with one member representing each of the pilot schools chosen for the study. The pilot schools consisted of the Grande Prairie Composite High School, Montrose Junior High School, Crystal Park School (preschool to grade 9), and Hillside School (K- 6). Crystal Park is a fully integrated regional school for handicapped children. One project team member was chosen during the second year of the project to work with the two pilot schools from a comparable school district, the County of Grande Prairie. The two pilot schools in the County of Grande Prairie were Harry Balfour, a K - 9 school, and Wembley Elementary, a K - 3 school. A steering committee provided direction and feedback for the project team. It included representatives from education, parents, staff, business, industry and the general public.

The project identified four schools within the Grande Prairie Public School District, two schools within the County of Grande Prairie and a random sampling of the general public as the study group for the satisfaction surveys. Parents, students and staff of these schools were contacted during the initial implementation of the satisfaction questionnaires. The completion of the project set the stage for all schools in the district to develop and produce annual profiles that reflect the educational health of their schools and their district for the 1992-1993 school year.

The project team contacted members of each stakeholder group and identified the group's consensus on indicators of quality education in the Grande Prairie Public School District. The Nominal Group Technique was used to rate each indicator

identified through interviews. The indicators were grouped by the project team to reflect all indicators within each indicator theme. There was no attempt to interpret the indicators identified during the collection process; they were recorded into a data base and a spreadsheet computer program. On completion of the data gathering phase, the indicators were rated using two separate formats. The response scale represents the results on a Likert scale that assigned a value of 5 for a first choice, 4 for a second choice, 3 for a third choice, 2 for a fourth choice and 1 for a fifth choice; the frequency scale is simply a compilation of the number of times a particular indicator was identified during each group meeting. The indicators were then prioritized according to the accumulated totals with separate lists for each scale. The project team decided to use the frequency scale to determine the ranking of the indicators. Appendix A provides information and ratings on each indicator identified by the stakeholders. The second major activity was to cluster the identified indicators into categories to narrow the focus and provide a more workable base to continue the study.

The indicators were separated into nine sections with lists as indicated in Appendix B. The main indicator areas were further reduced to four main categories consisting of indicators: student achievement, quality of instruction, climate and funding. All of the previously identified indicators were accounted for in one of these four categories.

The team then developed methods of gathering and reporting annual data for all of the indicators. This proved to be the major task during the second year of the project. The indicators, the location of information, and the method of reporting on each can be seen in Table 2.

Table 2

Quality Indicators

Indicator	Measures	Sources
Student Achievement		
	provincial achievement tests	grades 3, 6 & 9 students
	diploma exams	grade 12 students
	post graduate success	graduate questionnaire
	Canada Fitness Award	medals count
	teacher assigned mark	marks table
	affective education	programs, awards, particicipation
	retention rates	district statistics
	attendance	district statistics
School Climate		
	climate	questionnaire
	student morale	questionnaire
	staff morale	questionnaire
	turnover	district statistics
	behaviour	district statistics
	attendance	district statistics
	lates	district statistics
	expulsions	district statistics
	dropouts	district statistics
Quality of Instruction		
	professional attributes	personnel records
	inservice	budget expenditures
	substitute days	school reports
	instructional methods	site administrator
	expectations	school/district policy
	monitoring	site administrator
	curriculum	administrator
Funding		
	cost efficiency	secretary-treasurer
	staffing	personnel officer

The stakeholders identified the following clustered indicators: climate, costs, curriculum, instructional quality, classroom size, equity, discipline, attendance, dropouts and student achievement. These indicators were grouped into four major types: student achievement, school climate, quality of instruction, and funding.

Student Achievement - The project team identified six separate areas of student achievement in the cognitive and affective domains.

1. The first is the performance of students on standardized tests which include the provincial achievement tests, diploma exams, and the Canada fitness test.

2. The second is tracking the success of senior high school graduates.

3. Student self-esteem was among the most repeated concerns of stakeholders during the first year of the study. The profiles address self-esteem by reporting student responses on annual questionnaires.

4. Teacher assigned grades at the end of the school year are taken directly from final reports at the school level. The information is used to chart student and class achievement as children progress from grade to grade and year to year.

5. Affective outcomes have the schools reporting such indicators as student participation, success experienced by school teams or groups, award winners, and any other unique activities at the school level. Further criteria for reporting on this area were established through meetings with the participating schools.

6. The final area is retention rates and student and staff attendance. The profiles report days lost due to absence of students and of teachers. Student attrition rates from September to June are also recorded with specific reference to losses due to moving, expulsion, dropouts and transfers.

School Climate - With the implementation of the annual stakeholder survey, schools have yearly feedback on their school climate. Indicators of school climate are also gathered from an examination of the school's communication and public relations plan. The profiles include information and statistics on the extracurricular programs offered at the schools and the involvement of students, staff and parents.

Staff morale and staff turnover are also identified as indicators of the climate of the schools. Positive and negative student behaviour, rates of expulsions, suspensions, attendance and dropouts complete the picture of the school climate.

Quality of Instruction - The project team identified five main categories for a school's quality of instruction.

1. The professional attributes of the staff include the level of education of staff members, whether they are teaching in their area of expertise or preference, and the methods used by schools to evaluate instructors.

2. There is an annual commentary on the inservice activities utilized by the district staff.

3. The number of substitute days accumulated by each school on an annual basis is recorded. Instructional methods employed by the teachers is also identified and reported annually.

4. A school's expectations of its students and its monitoring process constitute the fourth area.

5. The curriculum and the methods of evaluating students' knowledge of curriculum complete the feedback on quality of instruction.

Funding - Responsible management of resources and expenditures was also identified as an indicator of the educational health of a school district. A complete report on the effective use of educational dollars to provide the optimum program for Grande Prairie students is issued by the school district annually. The format of the report on funding includes annual costs for delivery of educational programs, staffing expenditures, responses of stakeholders to educational costs, and future directions.

Satisfaction Survey

In order to receive annual feedback from our stakeholders, the project team explored the use of satisfaction surveys to be compiled annually. Team members contacted other school jurisdictions in Alberta that were using surveys as part of their planning and design strategies. These contacts provided our team with a data base of questions and surveys. The final survey questions and collection methods adopted by the team had to meet certain criteria. Our advisors warned us of the labour intensive concerns when annually surveying stakeholders. Such surveys are usually intrusive to the classroom teacher, labour intensive to compile and analyze and expensive to report and produce. The development of the final survey methods and questions were developed to address these concerns. The surveys will be rated annually to ensure the concerns are continuously addressed.

The intrusive nature of student surveys with the daily operations of the classroom teacher was addressed using two strategies. The surveys were designed to allow either an outside person or the classroom teacher to administer within twenty minutes. The collection and scoring of the surveys does not involve or burden the classroom teacher. The response of the teachers to the survey was positive in all cases and the results of the surveys were of keen interest to the teachers involved.

The labour intensive concern was alleviated to a large degree by the implementation of computer technology in the scoring of all surveys. All survey responses were scored on a Scantron computer score sheet by each survey participant. The two exceptions to this method were the K - 3 students and the public whose scores were recorded by the telephone operators.

Finally, the concern regarding the analyzing and reporting of the data annually, was addressed again by the utilization of computer technology. All of the data from the surveys were recorded one time only into a computer data base. The results were then fed into software programs developed during the project term. The software support allows for easy graphing, statistical analysis, comparisons and reporting of survey results. As with most computer programs, once the initial labour has been completed, it does not have to be repeated.

The project team designed a satisfaction survey using the indicators identified by the stakeholder group. The questionnaire involved a high percentage of contact with each stakeholder group. Students were used to distribute and collect the surveys from their parents which resulted in a return rate of over 30%. The one exception to this method for the parent stakeholders was at the Composite High School where we conducted a random telephone survey. The students and staff at the pilot schools were surveyed through the use of their project team member. This method also provided the project with a high return rate that resulted in a decision to target all students and staff in future surveys. The public stakeholder group was contacted using trained student interviewers who conducted a random telephone survey. Contact was made with 176 or 3% of the target population. The target populations and the return rates are presented in Table 3.

Chapter 4

School and District Profiles

The project resulted in three major products. The first was the stakeholder satisfaction survey questionnaires. These questionnaires were designed to obtain stakeholder feedback on the four main indicator groups. The questionnaires were evaluated at the end of each year to determine what changes need to be made for the next survey. The questionnaires are displayed in Appendix D. Other useful products of the satisfaction survey are the collection and the reporting methods. The surveys were delivered to the schools where participants were asked to record their answers on a Scantron computer score sheet. This method of collecting and recording the stakeholder responses was determined by the team to be very successful. Two groups of stakeholders did not fill out the computer score sheet directly. The general public was contacted by trained student operators who recorded the responses on the computer sheets. The parent stakeholders of the Composite High School were also contacted by a trained survey operator. Students of the other pilot schools were asked to deliver surveys to their parents directly; all survey sheets returned to the school in good condition allowed the student's name to be entered into a cash draw. This format for returns was very successful at the junior high school level. Another subsequent product from the surveys was the adaptation of existing computer software packages to produce the graphed results of each question in the survey.

The second major product produced by the project is the individual school profile. These profiles serve as the communication link between the stakeholder and the school on the quality of education within the school and the actions schools are taking to maintain or improve that quality. A subsequent valuable product from the school profile is the software package which allows schools to produce profiles with minimum labour and low cost. A sample of the school profile is displayed in Appendix E and a district profile is displayed in Appendix F.

The third product from the project is the Comprehensive School and District Profile. This profile reports on all the indicators identified by the stakeholders to be reflective of quality education. Each indicator has a method of collecting and reporting representative data. A major software package will be in place by September, 1993 to allow schools and the school district to report on all indicators in an efficient and effective manner. The contents of the Comprehensive Profile is displayed in the Quality Indicators Matrix in Appendix G.

The products developed are invaluable when used to accomplish the intent of the project to provide stakeholders with quality information on which to assess and improve the quality of education in the school district. The ultimate product of the project is the action plan. The plan for using the products of the project is a four step process. The first step involves the formation of site-based improvement teams composed of stakeholders who assess the information available to them in the comprehensive school profiles. This site-based team then targets areas to improve for the upcoming school year. Once the areas of interest have been targeted, the second step of the process is initiated. This step involves the formation of an action team to develop a strategy which involves an action plan, time lines and an evaluation method to address the area of concern. Once the action plan has been developed, the third step of the process is to formally implement the action plan. The fourth and final step is to assess the results of the improvement action based on the indicators developed from the project. The final assessment may result in abandonment of the action plan if the improvement measure is negligible or inefficient due to labour requirements to affect acceptable change, or altering the existing action plan to provide more effective results or, finally, celebrating the success of the action plan.

The format for using the products of the project provides each school and the school district with the ability to address areas of need specific to their own environment. It is expected, however, the school district will require all schools to work and report on some specific District areas of concern within each school.

Chapter 5

Findings

As reported in Chapter 3, the project produced stakeholder generated indicators of educational quality. The stakeholders provided indicators in the cognitive, behavioural and affective domains. The project identified measures which are reflective of change in all the areas identified.

The three year project also provided detailed statistics of stakeholder satisfaction levels regarding the four main indicator areas of climate, instruction, student achievement and funding.

Table 3
Percentage of Stakeholder Return Rates
May 1991

School	Parents	Staff	Elementary Students	Secondary Students
Composite High	11	71	N/A	13
Montrose	45	100	N/A	70
Crystal Park	35	78	68	96
Hillside	27	96	79	N/A

Public reception of this survey was positive; this survey was recommended for future use. The surveys were computer scored to provide feedback quickly and efficiently. The results reported the response of stakeholders to each question of the survey in the school and district comprehensive profile. The questions in the survey were labelled according to the four main indicator categories of the project: climate, student achievement, quality of instruction and funding. Table 4 presents the aggregated results, which provide a baseline for future administrations of the satisfaction surveys.

Generally, about two thirds of respondents were satisfied with education in the district. Overall, elementary students were the most satisfied group on achievement, school climate, and quality of instruction. Parents were generally more satisfied than teachers, secondary students, and the public. Teachers were most satisfied with student achievement and least satisfied with funding. The public was most satisfied with funding. Of interest is the percentage of respondents who felt they needed more information; members of the public in particular expressed this need.

Table 4
Grande Prairie Stakeholder Satisfaction in May 1991 (Percent)

Indicator	Parents (n=456)	Elementary Students (n=531)	Secondary Students (n=571)	Staff (n=253)	Public (n=176)
Student Achievement					
Satisfied	66	76	54	75	55
Dissatisfied	12	14	29	12	18
Need Information	14	9	14	8	26
Unimportant	0	0	0	0	1
No Response	8	2	3	6	1
School Climate					
Satisfied	73	74	59	62	57
Dissatisfied	10	14	23	25	18
Need Information	9	9	12	6	21
Unimportant	0	0	0	1	2
No Response	8	3	6	6	1
Quality of Instruction					
Satisfied	67	75	62	62	53
Dissatisfied	9	13	27	26	15
Need Information	16	10	11	5	29
Unimportant	0	0	0	1	1
No Response	8	2	0	6	2
Funding					
Satisfied	69	65	69	48	76
Dissatisfied	8	22	24	35	8
Need Information	12	10	7	8	13
Unimportant	1	0	0	2	3
No Response	10	3	0	7	0

Note: Percentages may not total 100 due to rounding.

The survey results were aggregated to reflect the results of each stakeholder group and each clustered indicator group. The results were published in two documents entitled 'Comprehensive School Profile' one housed at the home school and one housed at the district office. The district produced a document that reflected the aggregated results of the pilot schools into a district report. The results of the surveys as well as the compilation of data related to all the indicators were published in each school as a comprehensive school profile. Again, the district compiled the district results into a similar comprehensive district profile. The schools and the district subsequently produced four-page documents for other stakeholder groups regarding the educational health of the school district. The comprehensive documents provide baseline data for school and district improvement teams to assess and plan educational improvements in their schools and their district. Subsequent annual profiles provide these teams with feedback on any changes that have occurred as a results of their efforts. This feedback allows for more efficient planning and more accountability in education in the school district.

Chapter 6

Summary and Discussion

Summary

The Educational Quality Indicators Project was designed to identify, measure and report on indicators of quality education as defined by our educational stakeholders in the Grande Prairie Public School District. During the three years of the project, contact was made with approximately four thousand educational stakeholders in the city. The contact made with the stakeholders provided the project team with the indicators used during the study and also with a scale of the level of stakeholder satisfaction with these indicators. The project has developed measures for all the identified indicators using measures that span the cognitive, affective and behavioural domains. The annual reports on the indicators and their measures provide educational stakeholders with historical data on which to assess and improve the educational product in the city schools.

Conclusions

The implementation of an action plan involved the Grande Prairie Public School District and the County of Grande Prairie. Each district provided volunteer pilot schools to begin the development of school profiles. Once identified, our project team members informed the school administrators of the collection, presentation and process involved in the development of school profiles. Each school produced two profiles. The comprehensive school and district profiles contain the results of all annual data collection and are accessible to all stakeholders in the school district upon request. The format of the district report does not specifically identify individual schools but blends the results into a district profile. Public profiles are condensed versions of the comprehensive school and district profiles. The public profiles use short descriptions, charts and graphs to communicate on various quality indicators. A sample of the school district profile is included in Appendix F.

Individual school profiles (see Appendix E) reflect the needs of the individual school community that may result in different profiles for each school. The quintessential objective of the school profile is to provide school stakeholders with information that is meaningful and useful to them in planning school improvement and measuring the educational health of their schools. This objective is the driving force that necessitates the need for collaboration among stakeholders to monitor improvement projects and to initiate required changes.

Implications

The result of the Grande Prairie Quality Indicator Study is the communication of the performance of education in the district to stakeholders. The satisfaction survey results emphasized the need of the public and parents for more information on many of the identified indicators. The collection of the data will become much more efficient within the schools and more centralized at the district office. The use of computer technology to collect and report on the data will provide all stakeholders with information that can be easily accessed and properly interpreted and used in assessment and improvement of the district. This electronic data gathering and storing method has put the Grande Prairie School District in an excellent position to participate in the electronic information exchange being advocated by Alberta Education.

Recommendations

The sample of the general public in the project did not include a wide variety of business and industrial representatives. Future expansion or replication of the study should include representatives of post-secondary educational institutions and the general public. The satisfaction survey methodology worked very well for the initial gathering of information on the identified indicators. The project team recommends the development of a validation process of each of the questions on the questionnaires over time to further enhance the instruments.

As with any project of this size, problems arose and methodology changed as the team gained more experience and expertise. The general public participation in the identification of the quality indicators was limited to the few service clubs. The project plan to gather annual data on the identified indicators was labelled ambitious early in the program and time has proven it to be a valid concern. The dedication of the school district personnel is essential to provide the energy required to produce annual quality documents. A major challenge for the project team continues to be the discovery of software programs and the use of technology to minimize the effort required to produce profiles without compromising their quality and usefulness.

Finally, a strong recommendation is given to the ongoing annual collection and publishing of educational indicators for the purpose of improving the quality of education in the school district.

Follow Up - Ongoing Project

The Educational Quality Indicators Project is simply the start of a major effort within our district. Much work is ahead for stakeholders to use the indicators developed during the study to plan and monitor educational quality. As in any major educational thrust, stakeholders must be reinforced and encouraged to persevere. It is incumbent on the administration and the board of the school district to publicly maintain support for the direction of this project toward quality education.

The Grande Prairie Public School District is committed to the development of profiles for ongoing use in the district. The profiles will be adjusted to reflect the thirteen priority directions outlined by the Minister in his document entitled *Achieving the Vision 1991 Report*. The Board of Trustees of the Grande Prairie Public School District unanimously passed a motion at the December 8, 1992 meeting which directed each school to produce annual profiles commencing in the 1992 - 1993 school year.

Concluding Statement

The initial efforts required to develop an indicator collection and reporting process within a school district seem overwhelming. The process must begin by developing a breakdown of the steps required to reach the goal of the project. Once these steps are separated, action plans can be developed to gain numerous small victories in the progress toward the overall objective of developing school improvements through the collection and reporting of educational indicators.

The production of annual school and district profiles will be a continuous effort in the Grande Prairie Public School District. The instruments will provide interested stakeholders with current and valuable data to not only judge the health of their educational system but also to identify specific areas in need of attention. Annual feedback allows the schools to measure progress or the effect of efforts to improve areas of education. If the feedback indicates the efforts have not produced the expected or desired results, school teams may decide to abandon or change their action plans. This feedback will enable schools and school districts to become much more efficient and effective in delivering education to their clientele. A more effective and efficient educational system, as identified by stakeholders, will result in a positive educational experience for all.

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Appendix A

Stakeholder Identified Indicators
September 1990 to May 1991

INDICATOR	Choice 1	2	3	4	5	FREQUENCY	RESPONSE
STUDENT ACHIEVEMENT	16	9	7	8	7	47	160
QUALITY OF INSTRUCTION (STAFF)	11	15	7	4	8	45	152
CLIMATE	6	5	5	7	8	31	87
DISCIPLINE	7	7	2	6	3	25	84
SCHEDULING	6	6	5	3	7	27	82
STAFF STUDENT MORALE	6	3	2	5	6	22	64
CURRICULUM	3	3	7	4	4	21	60
CLASS SIZES	3	2	4	4	4	17	47
SPECIAL PROGRAMS	2	5	4	0	1	12	43
COMMUNICATION	2	3	2	5	3	15	41
STAKEHOLDER ATTITUDES	4	3	1	1	4	13	41
ATTENDANCE	1	2	3	6	4	16	38
TEACHER STUDENT RELATIONSHIP	3	4	2	0	1	10	38
EVALUATION METHODS	3	3	1	2	1	10	35
PERSONAL STUDENT GROWTH	3	3	1	1	2	10	34
PARENT/STUDENT SATISFACTION	2	2	2	1	3	10	29
COST EFFICIENCY	2	1	3	2	2	10	29
STUDENT EQUITY	1	1	3	4	2	11	28
TEACHER PUPIL RATIO	0	4	1	3	1	9	26
FACILITY QUALITY AND AVAILABILITY	0	1	4	4	2	11	26
NSTRUCTIONAL TIME EMPHASIS	1	1	2	4	0	8	23
EQUIPMENT QUALITY AND NUMBER	4	0	0	0	0	4	20
MOTIVATION OF STUDENTS	1	2	1	1	1	6	19
ADMINISTRATIVE LEADERSHIP	1	2	1	1	1	6	19
FOCUS OF PURPOSE	3	0	1	0	0	4	18
STAFF COMMUNITY PARTICIPATION	0	2	0	3	4	9	18
COUNSELLING	1	0	3	2	0	6	18
INSERVICE OF STAFF	0	1	3	1	1	6	13
EXTRA CURRICULAR SUPPORT	0	0	1	4	2	7	13
STUDENT INVOLVEMENT IN DECISIONS	1	0	1	2	0	4	12
HIRING PRACTISES	0	1	2	0	0	3	10
SALARIES AND BENEFITS	0	0	2	1	0	3	8
TEACHER INVOLVEMENT IN DECISIONS	1	0	1	0	0	2	8
DROP OUT RATES	0	0	1	1	3	5	8
TEACHER EVALUATION BY STUDENTS	1	0	0	1	0	2	7
BUSSING	1	0	0	0	1	2	6
BOARD TEACHER RELATIONSHIP	1	0	0	0	0	1	5
REPORT CARDS (ALL AREAS)	1	0	0	0	0	1	5
SCHOOL EQUITY	0	0	0	2	1	3	5
STAFF COHESION	0	1	0	0	0	1	4
PARENT INPUT IN DECISIONS	0	1	0	0	0	1	4
LABOUR RELATIONS	0	0	1	0	0	1	3
STAFF TURNOVER	0	0	0	1	1	2	3
USE OF COMMUNITY RESOURCES	0	0	0	0	1	1	1

Appendix B

Indicator Areas

CLASSROOM SIZE
Scheduling
Special Program Ratios

EQUITY
Staff Equity
Student Equity
School Equity
Treatment of Students as Adults

DISCIPLINE
Discipline Practises
School Rules
Dress Code

ATTENDANCE AND DROPOUTS
Attendance
Lates
Dropouts
Attendance Policy

INSTRUCTIONAL QUALITY
Evaluation Methods
Quality of Administration
Earlier Recognition of Student Problems
Method of Instruction
Hiring Practises
Number of Reporting Periods
Quality and Availability of Counsellors
Individualized Instruction
Instructional Time Emphasis
Qualified Teachers in Area of Expertise
Choice of Instructional Mode
Student Evaluation of Teachers
Inservice
Professional Development
Staff Absenteeism
References

COSTS
Number of Computers
Quality of Equipment
Quality & Amount of Gym Equipment
Upkeep of Buildings and Grounds
Quality of Desks
Equipment & Playground Quality
Facilities
Number of Books in the Library
Support System

STUDENT ACHIEVEMENT
Citizenship
Employability
Thinking Skills
Graduation Requirements
Self Esteem
Average Grade Marks
Grade 12 Graduation Numbers
Diploma Exam Comparisons
Success Rate of Graduates
Post Secondary Enrolment
Student Growth and Development
Completion Rate of Programs
Ability to Accept Change
Handling Problems
Student Incentive
Student Morale
Meeting Student Needs
Achieving Full Potential
Provincial Objectives Met
Evaluation Procedures
Social Adjustment

CURRICULUM
Variety of Classes
Driver's Education
Length of the School Day
Career Counselling
Length of Recess
Alcohol Programs
Choice of Options
Length of the School Year
Interest Level of Classes
Special Programs
More Tutorial Blocks
Emphasis on Thinking Skills
Challenging Course Content
Innovative Programs
Well Balanced Curriculum
Split Teaching Assignments
French Curriculum
Sports Programs
Field Trips
Enjoyment of Classes

CONSISTENCY OF EDUCATIONAL STANDARDS
Literacy Rate
Academic Achievement
Number of Reporting Periods
High School Credit in Grade 9

Appendix C

Stakeholder Satisfaction Survey Questions

Stakeholder	Climate	Instruction
Staff	All Except 3 12 18 19	Q 4 6 7 16 17 20 21 23
Parents	Q 1 3 4 5, 10 to 16, 28 29 34	Q 2 5 8 9 11 18, 20 to 27, 34
Public	Q 2 4, 6 to 12, 19 20 22	Q 1 3 5, 14 to 18, 22
Student K-3	Q 1, 4 to 11, 16 17 18	Q 1 3 4 6 7 13 14 15 17
Student 4-6	Q 2, 5 to 12, 16 17 19 22	Q 1 4 13 14 15, 18 to 21
Student 7-9	Q 2, 7 to 24, 26 29 32	Q 1 to 7, 9 10 13 15 16, 22 to 25
Student 10-12	Q 8 to 12, 14 to 21, 23 to 26, 28 30 33 38	Q 1-4 ,6-9, 11-13, 16 17 19 21 22 27 28, 30-32, 35-37
	Achievement	**Funding**
Staff	Q 3 18 19	Q 12 16 27
Parents	Q 5 7 8 17 18 19 28 31 32 33	Q 13 14 28 30 34
Public	Q 5 7 8 17 18 19 21 22	Q 9 10 11 19 22 23
Student K-3	Q 2 12 13 17	Q 10 11 17
Student 4-6	Q 1 3 13 18 20	Q 11 12
Student 7-9	Q 3 to 6, 27 28	Q 21 23 26
Student 10-12	Q 5 to 7, 29 34 36	Q 26 30 33

Appendix D

Surveys

GRANDE PRAIRIE PUBLIC SCHOOL DISTRICT #2357

ANNUAL PARENT SURVEY

Dear Parents:

This first annual survey of parents is being initiated by the School District to gather information to improve the quality of education for all stakeholders within the jurisdiction. The survey is looking for feedback from parents of elementary school students (Grades K - 6), junior high students (Grades 7 - 9), and high school students (Grades 10 - 12). In addition, students, staff members and the general public are being surveyed in order to provide a profile of stakeholders' perceptions of the G.P.S.D. The profile will serve all stakeholders by providing meaningful information on the health of their school system and to provide direction for long range and short term school and district planning. Your valuable input will help the Grande Prairie Public School District continue to be one of the educational leaders in the Province of Alberta.

Sincerely,

Gordon Pearcy
Chairman of the Board

Derek Taylor
Superintendent of Schools

Appendix D

Surveys

A. Satisfied	B. Dissatisfied	C. Need More Information	D. Unimportant

How satisfied are you with:

1. Your child's attitude towards attending school?
2. The quality of education your child is receiving?
3. The learning environment in the classroom?
4. The discipline procedures in the school?
5. The curriculum your child is being taught?
6. The handling of student behavior?
7. Your child's academic achievement?
8. The preparation your child is receiving for everyday living?
9. The quality of learning resources available to your child?
10. The extra curricular activities offered to your child?
11. The recognition your child receives for good behavior?
12. The overall information you receive from your school?
13. The look of your school building?
14. The look of your school grounds?
15. The cleanliness of your child's school?
16. The way you are treated when you enter your child's school?
17. The performance standards the school sets for your child?
18. The number of reporting periods?

Appendix D

Surveys

A. Satisfied	B. Dissatisfied	C. Need More Information	D. Unimportant

How satisfied are you with:

19. The method of reporting your child's progress?
20. The conduct demonstrated by school staff in the performance of their duties?
21. The success of the school in meeting the special needs of your child?
22. The performance of the teachers in your child's school?
23. The performance of teaching assistants in your child's school?
24. The performance of other non-teaching professional staff in your child's school?
25. The performance of the administrators in your child's school?
26. The performance of the Superintendent and his staff?
27. The performance of the Board of Trustees?
28. The overall education offered by the Grande Prairie Public School District?
29. The information you receive about the School District?
30. The value the public is receiving for the tax money spent on education?
31. The academic ability of the graduates from the School District?
32. The work ethic of the graduates from the School District?
33. The attitude demonstrated by the graduates from the School District?
34. The success of the School District in meeting the needs of its students?

Appendix D

Surveys

GRANDE PRAIRIE SCHOOL DISTRICT #2357

EDUCATIONAL QUALITY INDICATORS STAFF SURVEY

School Climate, Quality of Instruction, Academic Achievement and District Finances are recognized as Educational Quality Indicators. The District Board of Trustees, the Superintendent of Schools and your School Administration would like to know your feelings about the Grande Prairie School District as a place to work. Answer the following questions on the attached bubble sheet according to the following scale:

A. Satisfied
B. Dissatisfied
C. Need More Info
D. Unimportant

Appendix D

Surveys

A. Satisfied	B. Dissatisfied	C. Need More Information	D. Unimportant

How satisfied are you with:

1. Communication in the school district?
2. Communication in your school?
3. Performance evaluations you receive?
4. The support from your principal?
5. The performance of school administration?
6. The performance of the Superintendent of Schools?
7. The performance of central office administrators?
8. Your school as a place to work?
9. Your school district as a place to work?
10. The recognition and appreciation you receive for your performance and accomplishments from your school?
11. The recognition and appreciation you receive for your performance and accomplishments from your district?
12. The opportunities provided for your involvement in the budget planning process?
13. The opportunities provided for your input in the school decision making process?
14. The opportunities provided for your input in the district decision making process?
15. The opportunities for promotion within the school district?

Appendix D

Surveys

A. Satisfied	B. Dissatisfied	C. Need More Information	D. Unimportant

How satisfied are you with:

16. The number of students in each class?
17. How the workload is distributed among staff?
18. What students are expected to learn?
19. The school's communication to the parents about learning expectations?
20. Your school's expectation concerning student behavior?
21. The school's communication to the students about how they are expected to behave?
22. The school's communication to the parents about behavioral expectations?
23. The variety of programs the school is providing for students to experience success in school?
24. The compatibility of school goals, philosophies and policies with your own?
25. The implementation of school district goals, philosophies and policies?
26. The consistency of school district goals, philosophies and policies and your own?
27. The opportunities for professional development provided by the school district?

Appendix D

Surveys

GRANDE PRAIRIE PUBLIC SCHOOL DISTRICT #2357

ANNUAL STUDENT SURVEY

Dear Students:

This first annual survey of parents is being initiated by the School District to gather information to improve the quality of education for all stakeholders within the jurisdiction. The survey is looking for feedback from elementary school students (Grades K - 6), junior high students (Grades 7 - 9), and high school students (Grades 10 - 12). In addition, parents, staff members and the general public are being surveyed in order to provide a profile of stakeholders' perceptions of the G.P.S.D. The profile will serve all stakeholders by providing meaningful information on the health of their school system and to provide direction for long range and short term school and district planning. Your valuable input will help the Grande Prairie Public School District continue to be one of the educational leaders in the Province of Alberta.

Sincerely,

Gordon Pearcy
Chairman of the Board

Derek Taylor
Superintendent of Schools

Appendix D

Surveys

1991 K - 3 SURVEY	Yes	No	Don't Know
1. Do you like your school work?			
2. Are you learning a lot?			
3. Do you like your teachers?			
4. Do you like your principal?			
5. Are the other people in the office nice?			
6. Are the school rules fair?			
7. Are you and the other children made to follow the rules?			
8. Are the other children in your class nice?			
9. Do you have fun at recess?			

Appendix D

Surveys

1991 K - 3 SURVEY	Yes	No	Don't Know
10. Do you like your school building?			
11. Do you like your school playground?			
12. Does homework help you learn more?			
13. Do you like homework?			
14. Does your teacher help you when you need it?			
15. Do you like using the library in your school?			
16. Is your school clean?			
17. Do you like going to school?			
18. Do you like eating lunch at school?			

Appendix D

Surveys

1991 GRADE 4 - 6 SURVEY

A. Satisfied **B. Dissatisfied** **C. Need More Information** **D. Unimportant**

How satisfied are you with:

1. Your school work?
2. Your school?
3. How much you are learning?
4. Your teachers?
5. The people in the office?
6. Your principal?
7. The fairness of school rules?
8. How children follow the rules?
9. The way other children at school treat each other?
10. Recess?
11. Your school building?
12. Your school playground?
13. How your homework helps you?
14. The help you get from your teacher?
15. Your library?
16. How clean your school is?
17. Eating your lunch at school?

Appendix D

Surveys

1991 GRADE 4 - 6 SURVEY			
A. Satisfied	**B. Dissatisfied**	**C. Need More Information**	**D. Unimportant**

How satisfied are you with:

18. How interesting your school work is?
19. How much your teacher cares about you?
20. The fairness of your school marks?
21. What you are expected to learn?
22. Your school in general?

Appendix D

Surveys

1991 GRADE 7 - 9 SURVEY

A. Satisfied **B. Dissatisfied** **C. Need More Information** **D. Unimportant**

We would like to know how you feel about school. Please check the box which best describes your feelings about the following:

How satisfied are you with:

1. The number of option courses open to you.
2. The usefulness of your courses.
3. The emphasis on basic skills (such as reading, writing, math).
4. Your homework assignments.
5. How much you are learning.
6. The way you are marked.
7. What the school tells your parents about how you are doing in school.
8. Your principal.
9. Your vice-principal.
10. The office staff.
11. Your teachers.
12. Your counsellors.
13. The say you have in school rules that affect you.
14. The behavior of other students IN class.
15. The behavior of other students OUT of class.
16. School rules and regulations.
17. The way other students treat you.
18. The opportunity to get into classes that you would like.

Appendix D

Surveys

1991 GRADE 7 - 9 SURVEY

A. Satisfied **B. Dissatisfied** **C. Need More Information** **D. Unimportant**

How satisfied are you with:

19. How attendance problems are handled.
20. Lunch arrangements.
21. The extracurricular program (sports, school plays, concerts, clubs).
22. The intramural program (i.e. noon hour activities).
23. The students' council.
24. The school buildings, grounds and equipment.
25. The interest that your teachers have in you.
26. The number of students in your classes.
27. The length of your class blocks/periods.
28. The services of the school library.
29. The cleanliness of your school.
30. The way your achievement is recognized.
31. The information that your receive in the school about what you are expected to learn.
32. Your school in general.

Appendix D

Surveys

1991 GRADE 10 - 12 SURVEY

A. Satisfied **B. Dissatisfied** **C. Need More Information** **D. Unimportant**

We would like to know how you feel about school. Please check the box which best describes your feelings about the following:

How satisfied are you with:

1. The number of option courses open to you.
2. The usefulness of your courses.
3. The emphasis on basic skills (such as reading, writing, math).
4. Your homework assignments.
5. How much you are learning.
6. How the marks are determined.
7. How the school communicates with your parents.
8. Your principal.
9. Your vice-principals.
10. The office staff.
11. Your teachers.
12. The counsellors.
13. Further education and-or career planning assistance.
14. The say you have in school decisions that affect you.
15. Assistance with personal problems.
16. The way student discipline is handled.
17. The behavior of other students IN class.
18. The behavior towards students OUT of class.
19. School rules and regulations.

Appendix D

Surveys

1991 GRADE 10 - 12 SURVEY

A. Satisfied **B. Dissatisfied** **C. Need More Information** **D. Unimportant**

How satisfied are you with:

20. The way other students treat you.
21. How attendance problems are handled.
22. The opportunity to get into classes that you would like.
23. Lunch arrangements.
24. The extracurricular program (sports, school plays, concerts, clubs, etc.).
25. The students' union.
26. The school buildings, grounds and equipment.
27. Help in planning your high school program.
28. The interest that your teachers have in you.
29. The success you are experiencing in your program.
30. The number of students in your classes.
31. The length of your class periods.
32. The services of the school library.
33. The cleanliness of your school.
34. The way your achievement is recognized.
35. The organization of the school year.
36. What you are expected to learn.
37. The interest level of your courses.
38. Your school in general.

Appendix D

Surveys

GRANDE PRAIRIE PUBLIC SCHOOL DISTRICT #2357

ANNUAL STAKEHOLDER SURVEY

The annual survey of the general stakeholder public is being initiated by the school district to gather information to improve the quality of education in the Grande Prairie Public School District. We are looking for feedback from you to publish an annual profile of the school district and its schools. This annual profile will be the basis for decision making, evaluation and information for all educational stakeholders in the City of Grande Prairie. The profiles will become the basis for planning school and district improvement and plotting future educational directions. We appreciate you taking the time to complete this survey and thank you for your contribution to the school district.

Appendix D

Surveys

1991 GENERAL PUBLIC SURVEY

A. Satisfied **B. Dissatisfied** **C. Need More Information** **D. Unimportant**

How satisfied are you with:

1. The quality of education children are receiving?
2. The discipline procedures in schools?
3. The curriculum being taught?
4. The handling of negative student behavior?
5. The preparation children are receiving for everyday living?
6. The extra curricular activities offered to children?
7. The recognition your children receive for positive behavior?
8. The overall information you receive from schools?
9. The look of school buildings?
10. The look of school grounds?
11. The cleanliness of schools?
12. The way you are treated when you enter a school?
13. The standards the school sets for students?
14. The conduct demonstrated by school staff in the performance of their duties?
15. The performance of the teachers?
16. The performance of the school administrators?
17. The performance of the non instructional staff?
18. The performance of the Board of Trustees?

Appendix D

Surveys

1991 GENERAL PUBLIC SURVEY

A. Satisfied **B. Dissatisfied** **C. Need More Information** **D. Unimportant**

How satisfied are you with:

19. The overall education offered by the Grande Prairie Public School District?
20. The information you receive about the school district?
21. The work ethic of the graduates from the school district?
22. The success of the school district in meeting the needs of students?
23. Would you be willing to pay more taxes to improve the quality of education in the Grande Prairie Public School District?

CRYSTAL PARK SCHOOL
ANNUAL SCHOOL PROFILE

GRANDE PRAIRIE BOARD OF PUBLIC EDUCATION 1991 - 1992 SCHOOL YEAR

A Message From the Principal

Crystal Park School is one of pilot schools chosen to be part of the "Quality Indicator Project" initiated by the Grande Prairie School District. The purpose of the project is to facilitate communication and increase cooperation between home, school, community and business.

The school profile, to be issued annually, provides parents and other interested people a variety of information about the school, its successes, and the areas in which improvements are needed. Much of the information in the report was gathered in the spring of 1991 through parent and student questionnaires about their perceptions of the school.

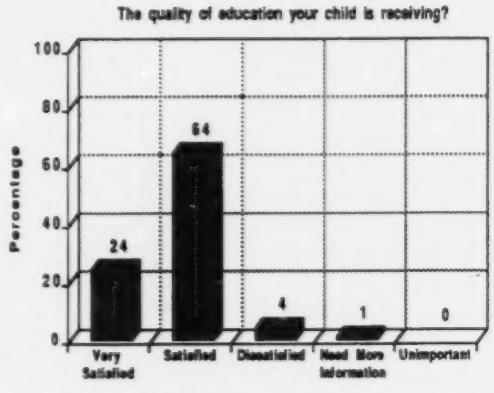
As you read this school profile for Crystal Park School, I hope you will develop a positive sense of what we represent. Since the school's beginning eight years ago, the staff has demonstrated their dedication and commitment to meeting the needs of all students. With your continued support and help, we will continue to improve in meeting these needs.

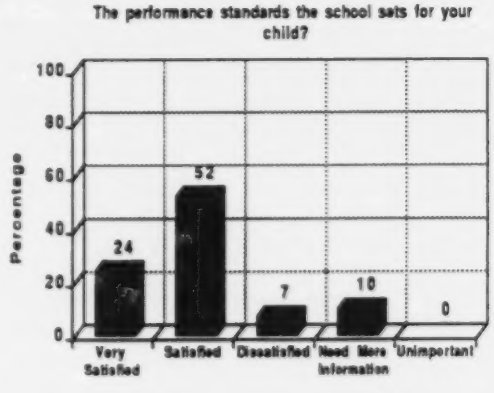
We sincerely hope this report makes you proud to be part of Crystal Park School. You may request additional information regarding this document by calling the school office.

John Schoepp

Principal

How Do Parents Feel About...





About the graphs...

The graphs and charts found in this school profile present the results of some of the questions from the surveys which were administered to students, parents, school staff and members of the general public in the spring of 1991. In some cases the totals do not add up to 100% as not all of the respondents answered every question on their survey. Complete survey results are available at the school to anyone wishing to view them.

PROGRAM OF ALTERNATIVE LEARNING STYLES

Crystal Park School working jointly with the Grande Prairie School Board is providing a Program of Alternative Learning Styles (P.A.L.S.) to the junior high students. The Alberta government since 1985 has pushed for school divisions to implement the enrichment programs at this level. It is answering a need expressed by the Goals of Schooling (1978) in which it is stated that every student has the right to develop to the best of his/her potential.

The program has developed over three years. Programming correlates with the Alberta junior high language arts and social studies curriculums. Students in grades seven, eight and nine will have access to the program. P.A.L.S. is offered simultaneously with a regular class at the same level. Enrichment did not become the main focus. The junior students stated quite clearly that they did not want to be termed "special". This was respected as the program evolved.

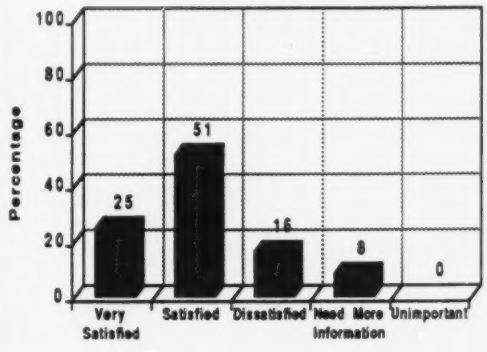
COMMENTS WRITTEN BY PARENTS ON THE 1991-1992 EVALUATION OF THE PROGRAM

1. ***"Thanks for all the help you have given my child this year. The P.A.L.S. program should have been started YEARS ago. It's too bad it has taken this long to get the program going, but thanks to those who keep it going."***
2. ***"There is a misconception among many that the P.A.L.S. program is nothing but a "Mickey Mouse" course: such is not the case. I feel that more self-initiative, research and work was required in this class than others. The results were greater self-pride in those accomplishments. A great program for those pupils prepared to take responsibility for their own success or failure!"***
3. ***"I wasn't sure the P.A.L.S. program would be beneficial for my child, but has turned out to be very valuable and rewarding for her."***
4. ***"We feel that this is a very beneficial program. Our child has thoroughly enjoyed being in the P.A.L.S. program.***

Stakeholder .....

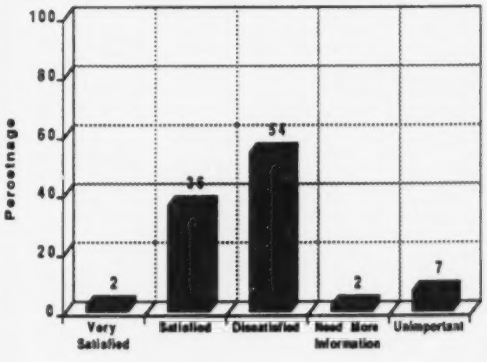
How our Staff feel about:

Your school as a place to work?

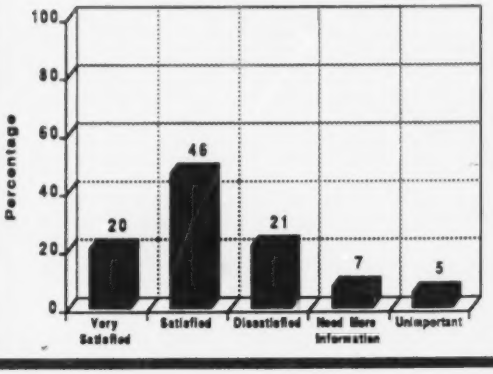


How Junior High Students feel about:

School Rules and Regulations

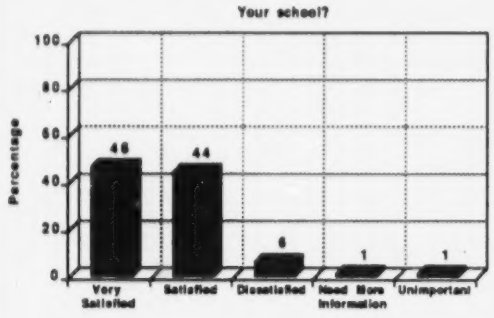


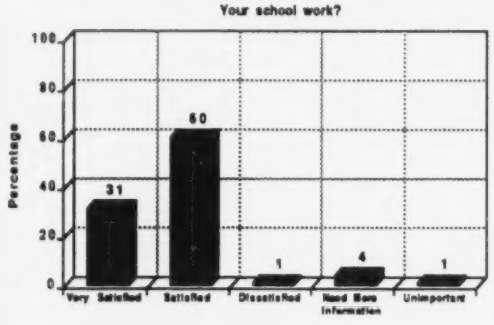
How much you are learning?



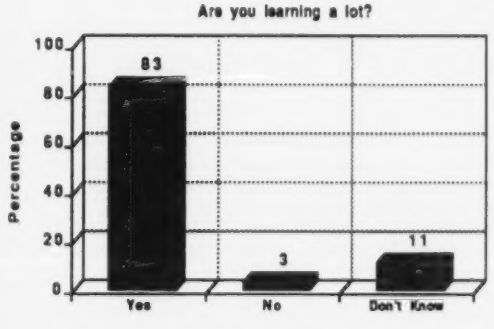
..... Responses

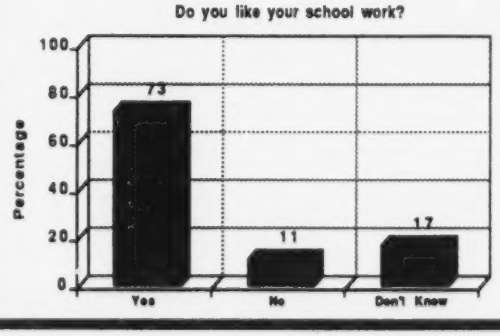
How Grade 4 - 6 feel about:





How Grade 1 - 3 feel about:





Crystal Park School Demographics

Crystal Park school was opened in the summer of 1984 by Premier Peter Lougheed. The school is a regional school operated by the Grande Prairie Board of Public Education. Crystal Park prides itself in providing optimal educational programs to meet the diverse needs of its students. The school has a very unique blend of professional educators, therapists, special education assistants, and support staff to fulfil this obligation to students. At present there are 600 students enrolled from E.C.S. to Grade 9.

Program Development

During the past two years one of the major thrusts of the school has been to develop a Language Learning Policy. It is felt that, as language is the medium through which most of what is learned in school is acquired that such a policy will serve not only as the basis for our Language Learning Program but also as a basis for all learning that takes place within the school. The first step of the process was to develop the following Mission Statement for our Language Learning Program:

"The Language Learning Program of Crystal Park School provides opportunities in all subject areas for the participants to explore and express ideas using a variety of tools and approaches.

Participants contribute to a stimulating environment which encourages positive self concepts in order that each may achieve to their maximum potential.

Learners actively participate in a process which fosters their continuing development as independent, lifelong learners."

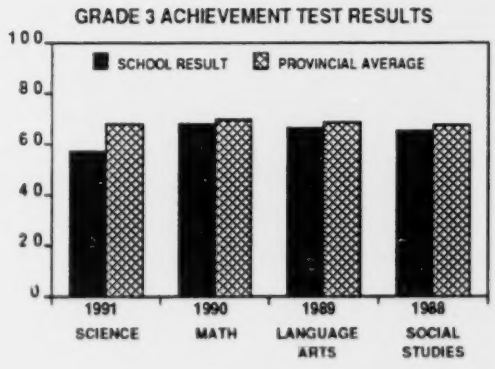
The full Language Learning Handbook will be in use in September of 1992. It will be available to stakeholders on request.

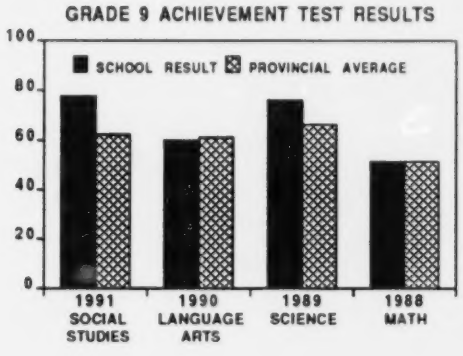
For further information on any of the items found in this profile, contact the school administration at 539 - 0333.

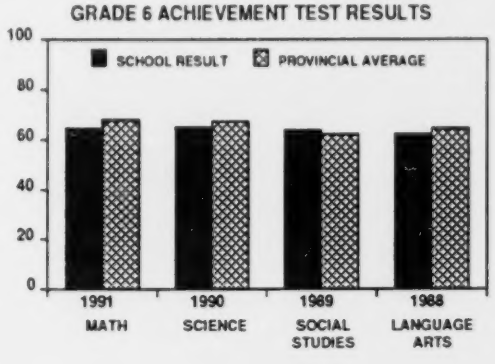
John Schoepp	**Principal**
Andy Farquharson	**Vice Principal**
Faye McConnell	**Vice Principal**
Joy Gauvreau	**Vice Principal**

ACHIEVEMENT TESTS

Each year students in grades 3, 6 and 9 write Alberta Education Achievement Tests. These tests allow us to determine how well the students of our school are learning the objectives of the curriculum and to make adjustments to our instruction where the results indicate these are warranted. The graphs indicate the results achieved by Crystal Park students through the last four year cycle of tests.







Behavior Development Program

The Behavior Development Program is being developed this year as a pilot project at Crystal Park School. Considered a program for the Grande Prairie Public Board of Education, students will be referred from schools within the district and identified as at-risk of dropping out of school. Most students referred to this program must be academically able, but struggle in a normal classroom environment.

A full-time teacher and teaching assistant are assigned to this program. Nine areas of student development have been identified, and are worked on through a five-phase period. The fifth and final stage is that of full integration back into regular education classes. Students enrolled in this program fall between the ages of 13-15. The overall philosophy of this program is to see the students experience success in the school environment which will ultimately lead to success in society.

Gpsd ANNUAL REPORT

Grande Prairie School District #2357 1990-1991 Annual Report

The Challenge of Learning in the Nineties

. . . the greatest good for the greatest number can come only through the education of the child, the parents, the teachers, and the community in general. Education offers the greatest opportunity for really improving one generation over another."

The Board's mission is to ensure that its schools put in place educational programs that will allow for all children to develop their abilities and aptitudes to the fullest extent possible.

To this end, the Board offers:

- a full academic program
- an extensive vocational education program including automotives, building construction, electronics, drafting, photography, commercial art, beauty culture, commercial cooking, and welding
- special education programs to meet most handicapping conditions and special needs of children
- an extended fine arts program including music, art and drama
- a widely-based physical education program with opportunity to participate in competition to develop individual skills in team sports
- extra-curricular activities which allows students to experience a wide range of intellectual and leisure activities

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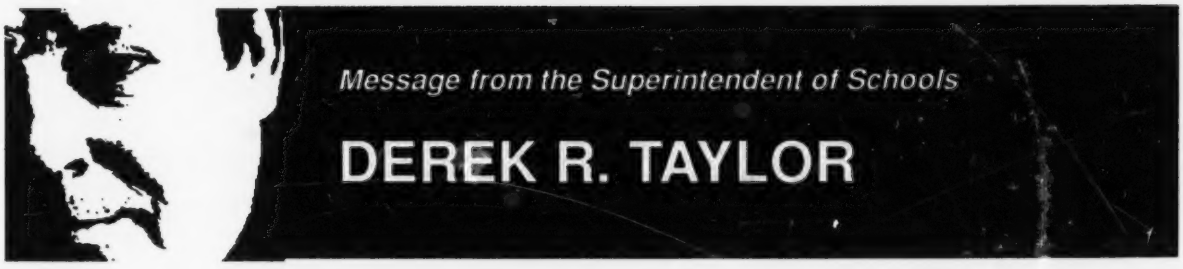


Message from the Superintendent of Schools

DEREK R. TAYLOR

The Grande Prairie School District believes that the education of students is a vital and an ongoing venture in which we all share; and, over the next decade there will be significant changes made. It will be necessary for the workforce of tomorrow to become more highly skilled.

Consequently, we have a responsibility to teach all children to respond to the challenges of a rapidly changing world by creating in them a high degree of awareness, insight, and problem-solving abilities. We have a commitment to strengthen their natural talents; and, we have a commitment to teach them to engage in hands-on science experiments, to take part in cooperative learning activities, to engage in analytical discussions and to use resources such as computers so that they can learn many of the complex skills needed to survive in the modern classroom - the challenge of learning in the nineties.

BOARD OF TRUSTEES

- **Gordon Pearcy**
  Chairman
- **Ken Chomyc**
  Vice-Chairman
- **Eric Jerrard**
  Trustee
- **Tom Shields**
  Trustee
- **Tom Zasadny**
  Trustee

ADMINISTRATION

- **Derek Taylor**
  Superintendent of Schools
- **Lorne Radbourne**
  Assistant Superintendent
- **Bill Hunter**
  Assistant Superintendent
- **Robert Leech**
  Secretary-Treasurer

TRUSTEES REPORT

During the past year, Trustees of the Grande Prairie School District spent many hours visiting schools, meeting with parents and community members, and representing the best interests of the district by participating in committees, forums, and meetings.

Trustees lobbied local, provincial, and federal levels of government to ensure that the individual rights of students were met.

They demonstrated concerns about issues ranging from funding to curriculum and program needs.

MEETING STUDENT NEEDS

Early Childhood Services

Grande Prairie School District offers Early Childhood classes in all its elementary schools. Parents have the choice of English classes or French Immersion classes and the program accepts all children who will be 5 years of age by December 31st. All Grande Prairie School District Early Childhood programs are fully staffed with a certificated teacher and a teacher assistant.

Students attend either a morning or an afternoon each day, and the program runs from mid-September to the end of May. Parent participation in classroom activities and advisory committees is encouraged.

Coordinated Assessment Services for the Exceptional

A specialized consulting team which provides assessment and consultation services to Zone 1 school jurisdictions. The specialist's role is to assist in the provision of educational services for severely emotionally disturbed, severely language disordered and sensory impaired students. This program is based at Crystal Park School.

Grande Prairie Inter-Disciplinary Team

A multidisciplinary team of therapists, specialists and medical personnel who provide assessment, consultation and, when warranted, direct therapy services to GPSD students. Services are provided in the areas of: Speech-Language Pathology, Occupational and Physiotherapy, Nursing, Technical Aids, Educational Programming for the Hearing Impaired

This program is based at the Crystal Park School, however, services are provided to all GPSD schools.

Learning Disabilities

Learning disabilities programs are provided in all Elementary Schools.

General Learning Problems Programs

This program is available to students at the elementary, junior and senior high levels in designated schools in the District to accommodate students with general learning problems or severe learning disabilities.

Integrated Occupational Program

A program that assists students who have difficulty in learning and who require an alternative program to enhance their basic skills and their ability to enter into employment and/or further training. This five year provincially authorized program begins in grade 8 and continues through grade 12.

Enrichment Programs

Enrichment programs are in place for students at the Elementary and Secondary levels.

Child Behavior Resource Room

Designed to accommodate elementary students experiencing problems with behavior or emotional upset in the regular classroom, located at Swanavon School.

Computers

Literacy programs and computer assisted instruction is extensive at the Elementary School level and offered on a complementary course basis in Junior High. Computing Science 30 will be offered at the Composite High School, and computers will be used extensively in other business education courses.

French Immersion

Offered from Kindergarten to Grade 6 at Avondale School, from Kindergarten to Grade 6 at Parkside School, from Grade 7 to Grade 9 at Montrose Junior High School and at the Grade 10 level at the Composite High School.

Music

A full range of instrumental (band and strings) and choral programs offered Grades 5-12.

Meeting Student Needs (con't from page 3)

Continuing Education

Description of courses to be offered are published early in September and February. Program includes a variety of academic courses leading to an adult equivalency high school diploma and general interest courses.

Distance Education

Certain high school courses are offered in a Distance Education mode, utilizing computer assisted learning materials.

STUDENT ACHIEVEMENTS

Each August in Grande Prairie, approximately 400 Composite High School students watch for the mailman with mixed feelings.

Why? Because the results of their June diploma exams are due. And as one student puts it, "The diploma exams are probably the most important exams that we ever write. They determine our future."

How did our students do?

In all exam courses except for math, over 90% of students passed the diploma exam courses. In addition, there were slight increases in the number of students writing the diploma exams. In English 30, 18 more students wrote diploma exams in 1990/91 as compared to the 1989/90 school year. In English 33, Biology 30 and Chemistry 30, between 4 and 16 more students completed the course this past school year.

Teachers marking English and Social Studies found that students' writing continues to improve. In Grande Prairie 20% (or 1 in every 5) of our Chemistry and Physics students achieved the standard of excellence with marks of 80 per cent or higher in June.

In math, it is another story. Eighteen per cent of our students failed Math 30 this June. At the same time 14% of our Math 30 students (as compared to 20% provincially) achieved the standard of excellence.

Derek Taylor, Superintendent of Schools, noted that students performed well in most courses but the math marks were a concern. He stated that provincial exams are demanding and the department sets high standards for Alberta students but, in most cases our students are up to the challenge.

He explained that in math, we expect students to know more than just the technical details of how to find the right answer. They have to be able to combine an understanding of math concepts, an ability to apply procedural skills and complete accuracy in order to get full marks.

While a number of students are able to do the technical work, they have difficulty

applying that knowledge to new situations or real life problems. Our teachers and students have more work to do. A number of steps will be taken to address concerns about results.

A new provincial Math 30 curriculum to be implemented in September will place more emphasis on understanding and applying math concepts and skills. The growing emphasis on science and technology, requires students to have more than just the basic skills in math. Math is the foundation for sciences and other highly technical fields and our students have to be able to compete with the best.

Second, math department staff will be analysing the exam results very carefully, looking at the areas where students did well and where they had problems. This detailed information goes to school jurisdictions and to teachers in September to help them address the problem students are having in applying math concepts.

Third, Alberta Education is preparing a teachers' resource book highlighting the use of mathematics in business and industry. About 30 real-life problems, submitted to the department's math exam developed by engineers, geophysicists, and accountants, will be included. This resource will be available for teachers in early November.

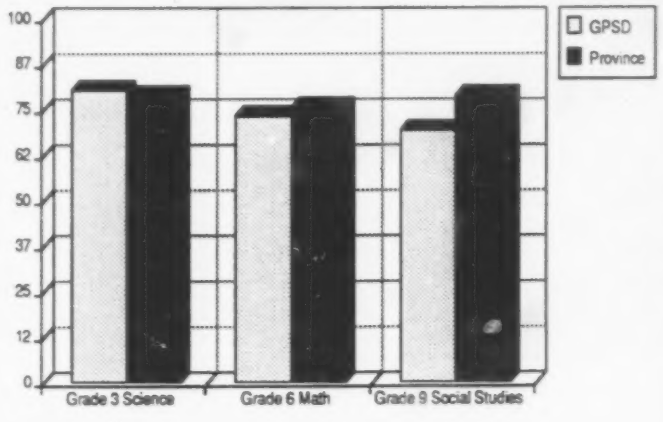
Provincial Achievement Tests

Chart 1 displays the comparisons between provincial and Grande Prairie School District students - provincial exam results with respect to the percentage of students achieving "acceptable standards" and "standards of excellence" on the Grade 9 Science, the Grade 6 Mathematics and the Grade 9 Social Studies tests. Generally, our students performed at the provincial average level on the Grade 3 Science and Grade 6 Mathematics tests and below the provincial average level on the Grade 9 Social Studies test.

CHART I

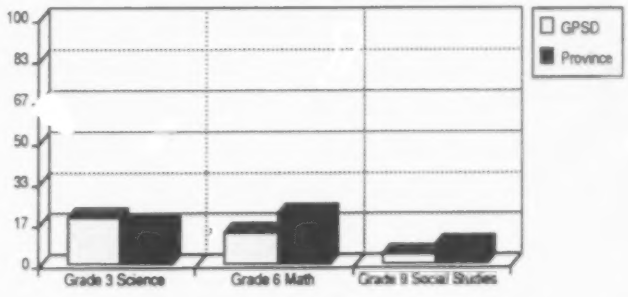
GRANDE PRAIRIE SCHOOL DISTRICT #2357
ACHIEVEMENT TEST RESULTS
JUNE 1991

Percentage of Students Achieving Acceptable Standard



(305 students) Acceptable Standard = 27/50
(250 students) Acceptable Standard = 30/55
(237 students) Acceptable Standard = 48/100

Percentage of Students Achieving Standard of Excellence



(305 students) Acceptable Standard = 44/50
(250 students) Acceptable Standard = 48/55
(237 students) Acceptable Standard = 82/100

Alexander Rutherford Scholarship Recipients

24 students from the Composite High School received Alexander Rutherford Scholarships in 1991, the total value being $26,800.00. (Displayed in Chart 2.)

Competitive Events

Students who participate in competitive events, tend to be more confident and achieve higher academically. In all of the various types of competitions, the pursuit of excellence and the joy of learning is emphasized. These competitions include:

- 24 Composite High School students won Rutherford scholarships
- Composite Volleyball boys and girls teams won regionals and advanced to provincial championships finishing third and fourth respectively
- Composite Basketball boys and girls teams won regionals and advanced to provincial championships finishing seventh and fourth respectively. Boys were awarded the Provincial Sportsmanship Trophy for their play at the provincials
- Several Composite students participated in provincial badminton tournament. One of our students won the gold medal in Boys singles
- Winners at Grande Prairie and District Music Festival in choral speech, choir, recorder, and instrumental categories
- Several French Immersion students advanced to provincial public speaking competition
- Composite girls golf team won gold at the provincials. One of our students won the gold in individual play. Composite boys golf team won the silver medal at the provincials. One member won the gold in individual play
- Zone winners in Boys and Girls Junior High Basketball
- Zone winners in Boys and Girls Junior High Volleyball
- Winners in Legion Essay competition
- Winners in Legion Poetry competition
- Composite High School student was awarded first place in a nationwide letter writing contest sponsored by "the Paper Crane" Canada's Youth Peace newsletter
- Forbes/Crystal Park Full Orchestra won first in their class at Provincial Music Festival

CHART 2

1991 ALEXANDER RUTHERFORD SCHOLARSHIP RECIPIENTS

STUDENT STATISTICS: SEPTEMBER 1990

Historical Enrolment

School Year	ECS FTE	Gr 1-6	Gr 7-9	Gr 10-12	Sp Ed	Total	Actual Change
1985-86	195	1899	858	977	157	4080	-
1986-87	203	1961	848	1019	172	4223	3.50%
1987-88	178	1935	860	1047	205	4225	0.04%
1988-89	215	2026	907	1095	174	4417	4.50%
1989-90	196	2102	919	1101	205	4518	2.30%
1990-91	212	2152	937	1126	186	4613	2.10%

Projected Enrolment

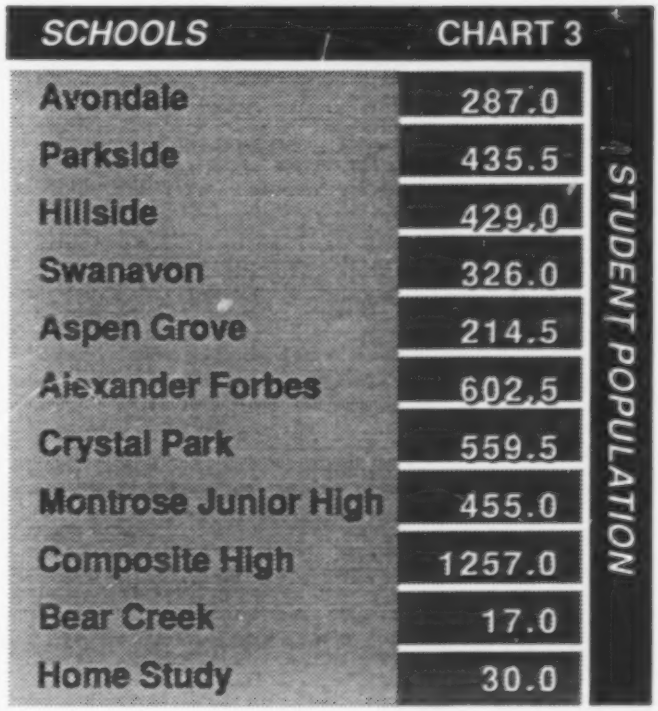
Forecast	ECS FTE	Gr 1-6	Gr 7-9	Gr 10-12	Sp Ed	Total	Projected Change
1991-92	192	2223	909	1162	202	4688	1.63%
1992-93	190	2260	946	1115	202	4713	0.53%
1993-94	190	2264	957	1186	202	4799	1.83%
1994-95	190	2257	1013	1170	202	4832	0.68%
1995-96	190	2248	1079	1222	202	4941	2.26%
1996-97	190	2244	1118	1232	202	4986	0.91%

DISTRICT SCHOOLS

During the 1990-91 school year the Grande Prairie School District operated 9 schools and served a student population of 4613. (Chart 3)

The district is presently planning classroom additions to Crystal Park and Aspen Grove schools. A new junior high school will be built in 1993 to replace Montrose Junior High School.

Enrolment projections show a continuation of the moderate enrolment increases that we have experienced in the past few years.



DISTRICT PERSONNEL

In September 1990, the District employed 446.59 personnel: 14 at the central office; 269.60 instructional staff, 5 professional contract staff, 14 health services professionals, 3 technical personnel, and 127.99 non-instructional staff at the schools; and, 13 personnel at the maintenance shop.

FINANCIAL REVIEW

In 1990 Alberta Education announced a 3 1/2% increase in funding for the 1990-91 school year. The Grande Prairie School District #2357 has had a long tradition of sound financial management; but, with a 3 1/2% increase in provincial funds and a 5% inflation rate, the administration felt there was a need to take action to realign the district's finances.

Table I summarizes the 1990-1991 budget revenues and expenditures. Charts 4 and 5 portray the same data collapsed into major sources and functions.

Revenues were projected to increase because of a 3.5% increase to Alberta Education grants, an increased equity grant, an increase of 80 students, and a 7.08% increase in the supplementary requisition.

Increases in expenditures resulted from an increase in salaries, the Board's contributions toward employee benefits, projected increases in cost of supplies, new text books, and tax supported debt.

TABLE 1
Budget Revenues & Expenditures

Summary of Revenues

SFPF	13 436 606
Alberta Education Grants	4 025 850
Alberta Education Other	496 000
Other Provincial Departments	128 600
Federal Government	70 000
Municipalities	6 867 830
Alberta School Authorities	700 000
Private Organization & Indiv.	172 000
Interest Earned	200 000
	$26 096 676

Summary of Expenditures

Salaries	16 820 822
Benefits	1 955 725
Services Purchased	2 000 130
Supplies	817 439
Capital	100 000
Transfer	142 585
Debt	4 259 975
	$26 096 676

CHART 4
Summary of Revenues

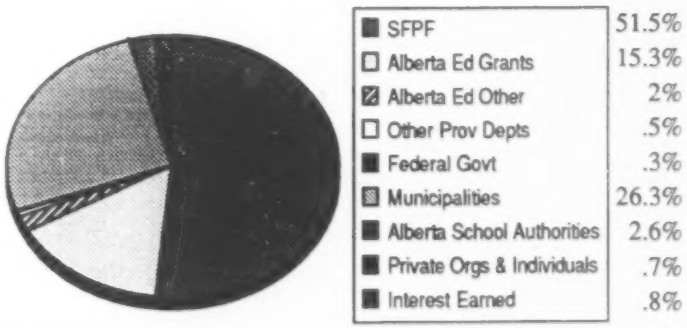
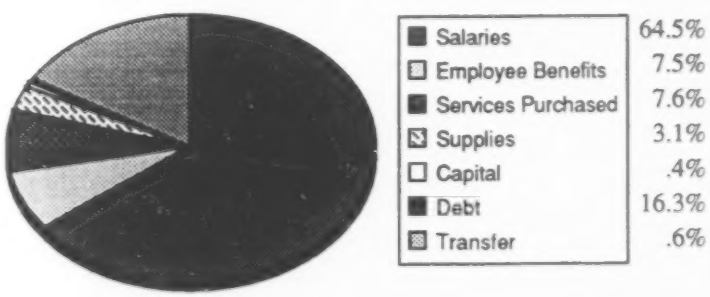


CHART 5
Summary of Expenditures



Appendix G

Key Indicators

KEY INDICATOR: Student Achievement

- Provincial Achievement Tests
  - Grade 3, 6 & 9
- Diploma Exams
  - Grade 12
- Post Graduate Success
  - Graduate questionnaire
  - Graduation rate
  - Post secondary activity
- Canada Fitness Test
  - Elementary medal totals
- Teacher Assigned Mark
  - K -12 reporting methods
- Affective Achievement
  - Extra curricular involvement
  - Recognition and honors
  - Satisfaction rate
- Retention Rates
  - Monthly enrollments statistics
- Attendance
  - Staff and students
  - Monthly attendance reports

KEY INDICATOR: School Climate

- Climate
  - Student teacher ratio
  - Graphing of survey results related to climate
- Student Morale
  - Graphing of survey results related to morale.
- Staff Morale
  - Graphing of survey results related to staff morale
- Staff Turnover
  - Historic records of arrivals and departures
  - Categorizing reasons for arrivals and departures
- Behavior
  - Discipline actions at the district level
  - Summary of alternative measures
    - Number of measures attempted/successful
    - Record of expulsion hearings/expulsions
  - Graphing of stakeholder attitudes from survey
- Attendance/Lates
  - Historic monthly records
  - Record of successes and failures of programs
- Expulsions
  - Record of number of expulsions
  - Reasons for expulsions
  - Historical record of expulsions and circumstances
- Drop Outs
  - Yearly drop out rate
  - Monthly records
  - Drop out profile

KEY INDICATOR: Funding

- Cost Efficiency
  - Annual financial report
  - Sources of annual revenue
  - Economic base
- Staffing
  - Salary information
  - Staff/ student ratio
  - Pupil teacher contact time
  - Administrative and support costs
- Communication
  - Public awareness
  - Annual stakeholder questionnaire
  - Communication Incentives
    - Newsletters
    - Media events
    - Board meetings
      - Televising
      - Publishing agendas
      - Communication technology

KEY INDICATOR: Quality of Instruction

- Administration
  - Superintendent's time
  - Principal's time
  - Number employed at each level
  - Administrator experience and education
- Professional Attributes
  - Demographics of teaching staff in the district
    - Number employed at each level
    - Average Age
      - Teaching experience and education
      - Resource teachers and specialists
  - Inservice
  - Preparation time
  - Monies expended on inservicing staff
  - Inservicing plan for the district
  - Man hours of training expended
- Substitute Days
  - Number of substitute days
  - Types of substitutes
    - Sickness
    - Training
    - Meetings
- Instructional Methods
  - Annual site administrator reports
  - Annual instructor surveys
  - Teaching styles inventory
- Expectations
  - Graduation requirements
  - Standard of performance
  - Standards reached
  - Annual reaffirmation of expectations
- Monitoring
  - District plan to monitor instruction
  - Action to deal with marginal staff
  - Remediation actions
- Curriculum
  - Curriculum and evaluation practices
  - Curriculum committees
- Types and Frequency of Technology Usage

Alberta
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